

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents some of essential sub-topics which are research background, research problems, research objectives, research significance, scope and limitation, and definition of key terms.

1.1 Research Background

Writing assessment is a challenging job and the teachers spend a lot of time and trying to help their students improve their writing (Qasim & Qasim, 2015). To evaluate the students writing, assessment process would be more real and/or objective to assess the writing skill (Beyrelli & Ari, 2009). In the assessment process, the teacher needs the tool to assess the student. Many educators regularly employ rubrics as a way or tool to assess students' work or writing (Hima & Saputro, 2017; Rakedzon & Baram-tsabari, 2017; Stevens & Levi, 2013).

In higher education, many subjects use a rubric to assess a task that required the students to get feedback about their teaching (Dawson, 2017). H. L. Andrade & Du (2005) said rubrics may present a faster, objective, and alternative option for the evaluation process. Rubrics are guidelines that facilitate the assessment process of 'communicating prospect; given that focused ongoing feedback; and ranking (H. L. Andrade & Du, 2005; Hanrahan & Isaacs, 2001; Moskal & Leydens, 2000). Moreover, feedback is vital to the improvement of powerful learning in a component that evaluation processes play a key function in figuring out studying conduct, and feedback can appreciably accelerate that procedure (Sadler, 2010).

Panadero & Jonsson (2013) said that the approach in using rubrics is to contribute to the students learning by adding the feedback process, which has been considered useful by teachers and students. However, the position of feedback on writing involves varied issues and needs to be considered within the whole situation in which the feedback is given by teacher or student. Therefore, the assessment of the teaching final results may be assessed from the placement of a teacher or a student. It represents a shape of feedback for the teacher to accurate his subsequent teaching interest in phrases of student readiness to preserve the procedure of obtaining information and abilities(Ďurišová, Kucharčíková, & Tokarčíková, 2015).

Furthermore, feedback as facts given through a rater (e.g., instructor, friend, e-book, figure, self, experience) regarding components of one's overall performance or information (Hattie & Timperley, 2007). Feedback is created to influence, support, and modify behaviors, concepts, and attitudes in learners (Sarkany & Deitte, 2017). It is doing well it is doing nicely whilst it includes facts about development or approximately the way to continue. Feedback describes the activity at some stages while the students offer and accept feedback on their friends' writing within the written and/or oral mode in a couple or small groups (W. Zhu, 2001). By giving feedback at the work in their friends, the students take part in every different studying and alongside those attain higher knowledge and appreciation for his or her friends' reviews and viewpoints. Thus, excellent feedback exercise is frequently described as something that could increase the students' energy to self-regulate their personal overall performance(D. J. Nicol & Dick, 2007). Therefore, feedback has an important

function for enhancing learners' writing ability (Bitchener & Knoch, 2009; Kim & Kim, 2017).

Peer overview, peer feedback or peer reaction, all refer to the exercise of learners replacing drafts and supplying feedback on usual (e.g. content material, textual content organization) and/or local (e.g. grammar, vocabulary, punctuation) writing problems (Chang, 2015). The expression of 'peer feedback' refers to the peer remarks interest as a whole, which includes each the procedure and the made from this interest(Yu & Lee, 2014).

Peer feedback is now taken to be an important characteristic of process-oriented writing instruction as a main examine action for learning in second language writing courses. It has attracted a good deal attention from writing researchers and practitioners in specific components of the sector(Lundstrom& Baker, 2009; W. E. I. Zhu & Mitchell, 2012). Peer feedback carries out through the students' discussions. In giving peer feedback, the students work collectively and touch upon one another's work or overall performance and offer comments on strengths, weaknesses, and recommendations for development(Yu & Hu, 2016). One advantage of having a regular peer feedback scheme is its focus on specific behaviors on which students become familiar with providing and receiving feedback (Donia, Neill, & Brutus, 2018).

In the area of giving feedback, the previous research has related the performance of students as the effects of transcript modification and students' text expansion (Diab, 2016), the elements influencing college students' incorporation of peer feedback into new drafts of writing (Hu & Lam, 2010; Lee, 2015), and the process of peer feedback training (Rahimi, 2013). Another research conducted by Yu & Hu, (2017) has investigated the perception of

students and attitudes regarding peer feedback. From the rater side, there are some researchers investigating the computer-mediated peer feedback (Woo, Chu, & Li, 2013), peer interaction (Guerrero & Villamil, 1994) and group dynamics in peer feedback (Carson & Nelson, 1996; W. Zhu, 2001). All of those researchers have the same conclusion that using peer feedback can increase the students' outcome.

Moreover, little interest has been paid to how peer feedback practices are carried out, in a comparable vein, formed through the students' private perception structures. In addition, their understandings (situations of writing, and writing devices) are also wanted to expose how the associated factors that convince students' writing effect peer feedback practices (Yu & Hu, 2017; Yu & Lee, 2016a, 2016b). Therefore, this current research much remains to know what aspects that students consider to their peer's writing activity in specific contexts and how they perceive the scoring rubric as the instrument in doing peer feedback.

1.2 Research Problems

In line with the background above, the writer concerned on the following problems:

1. What aspects do the students consider to give peer feedback when there is no rubric?
2. How do the students perceive the existence of rubric in giving peer feedback?

1.3 Research Objectives

The objectives of the study, derived directly from the above formulated problems, are to investigate:

1. The aspects that the students consider to give peer feedback when there is no rubric.
2. How the students can perceive the existence of rubric in giving peer feedback.

1.4 Research Significance

The significances of this research are both theoretically and practically. At the theoretical side, this research will contribute to the development of knowledge in the scope of giving peer feedback in relation to do an assessment process, especially in writing course. At the practical side, this research will be beneficial for several people. First, for English teacher, they will have insights on how the students' doing a peer feedback in writing course and for the further researcher, this research can be a reference for doing further research in the area of the students' peer feedback action.

1.5 Scope and Limitation

Because of the limited time available, this research focuses on the guidance that students' have in offering peer feedback and the usage of rubrics in giving peer feedback in writing. The students who become the participant are 30 students at the second-semester in the academic year 2017-2018 in non-English Language Education Department of the University of Muhammadiyah Malang who have experiences in giving peer feedback without any guidance or scoring rubric. The participants consist of 10 males and 20 females. The participants are in the same age that the average is 20 years old.

1.6 Definition of Key Terms

The writer thought it was necessary to define the key terms used in this study in order to avoid misunderstanding. By giving the definition the writer expects the reader will have clear definition toward this research.

1. *Perception* is discussed from an information processing framework and the components of this framework are related to instructional phenomena (Marx, 1983).
2. *Feedback* is direct information and deals with specific learning situations, actions, attitudes, or decisions (Wood, 2000).
3. *Peer feedback* is a mutual process whereby students produce written or oral feedback on the work of peers and receive feedback from peers on their own work, and it can be regarded as both a form of peer assessment (Topping, 1998).
4. *Rubric* is a coherent set of standards for college students' work that consists of descriptions of ranges of overall performance exceptional at the standards (Brookhart, 2013).